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subjects, we *must* be the gainers. Often the question is asked by nurses who take no interest in the work done by our associations, "What good will it do me? You ask me to spend my hard-earned money in paying fees. What can you give me in return?" It is not easy to convince these nurses that while the return seems intangible, it is very real and most helpful. We do not receive interest *in cash*, but we most surely receive an interest, *trebly* paid, when we find ourselves as the years go on working with a greater knowledge, broader minds, and higher aims.

HOSPITAL ECONOMICS, TEACHERS COLLEGE, N. Y.

PHYSICAL EDUCATION 10—APPLIED ANATOMY AND PHYSIOLOGY

THIS course deals with the methods of teaching anatomy and physiology in training-schools for nurses. The demonstrating materials include skeletons, dissected specimens, and the best French manikins. Students have practice in conducting demonstrations and quizzes and presenting topics to the class. Time is given to the discussion of the methods of teaching and the best materials and books for use in class work. Papers are prepared on assigned topics.

Required of special students in hospital economics:

In presenting a topic to the class the student who for the time being acts as instructor prepares her lesson according to her own idea of class work for nurses. Having the subject-matter in hand, an outline of the main features is made, material for demonstration is prepared, and a list of books for reference made up. The student-instructor then comes before the class and presents her lesson as she would in her own training-school. So far the work on this lesson has been that of one student, which develops individuality, showing more or less of original method and to a considerable extent her ability, powers of observation, and tact in handling a class. Then the interesting moment comes when she resigns her position as instructor and faces her critics. The outline prepared with so much thought, method of presenting the subject-matter, and manner of handling demonstration material follow in regular order like so many acts of a play. The critics prune and graft till she has little left of the original lesson plan. This is "telling tales out of school." Taking it seriously, the students are greatly interested in this class work. The discussion is free and full, and honest criticism is taken as so much gain. The following outline has been used by a member of the class. It would be interesting to give the discussion it called forth, but as this

cannot be done we offer it to you as it was used by the class, suggesting only a starting-point from which to work, not a finished product.

THE VERTEBRAL COLUMN AND THORAX

Definition and location of vertebral column. Function.

General description, laying stress on special landmarks, the curves and their function; the four divisions and the characteristics of each division.

Which part most liable to injury, and why?

Does the general structure of the column make it liable to simple dislocation?

Description of a typical vertebra.

Fifteen minutes for quiz.

Fifteen minutes for description of a typical vertebra and general description of the vertebral column.

THE THORAX

Definition, location. Relative position, function.

General description of sternum. General description of ribs.

Thirty minutes.

(To be continued.)

THE WORLD'S WAR AGAINST CONSUMPTION

COMPILED BY L. L. DOCK

ONE of the foremost knights-errant in the crusade against tuberculosis is Dr. S. A. Knopf, of New York, who is writing, speaking, and in every way striving to arouse general effort against this dreadful disease.

Dr. Knopf's pamphlet, "Tuberculosis as a Disease of the Masses," which received the prize of the German Tuberculosis Congress, has been translated into English, French, Italian, Portuguese, Dutch, Russian, Polish, Bulgarian, Roumanian, Hungarian, and Yiddish, and published in fifteen different countries. The right of translation and publication is freely granted in the interest of humanity. Three hundred thousand copies of the German edition have been printed and distributed.

In an address given in Canada in April last Dr. Knopf gave an account of the extent of the anti-tuberculosis movement throughout the world, from which extracts are as follows:

"Throughout Europe a most active anti-tuberculosis movement is going on. Societies for the prevention of tuberculosis or for the erection of sanatoria exist now in nearly all European countries, and these socie-